



Appendix E

Sample Individual Professional Development Plans and Logs



Notes

Information provided by the Missouri School Boards Association (MSBA)

**Sample Individual Professional Development Plan
Initial Professional Development**

A teacher wouldn't walk into a classroom without having an idea of what he/she wanted to accomplish. Professional learning should be no different. The purpose of a professional development plan is to identify specific learning goals and provide a structure for professional growth. Personal Professional Development plans provide tools necessary to guide educators through a continuous lifelong learning process. This process is based upon the individual educator's needs and the needs of the district. It is designed so that the life-long learning component is aligned to ultimately improve student achievement.

The means to achieve the ongoing goals and plans-of-action for every educator will be different. Every educator will not have the same plan for various reasons, including individual strengths, weaknesses, and learning styles.

The DESE PD Guidelines Committee and the Missouri Department of Elementary and Secondary Education's (DESE's) section of Professional Development have provided forms which may be used as a basic model for the development of an individual professional plan. It should be emphasized, however, that these materials are offered as samples only. Further guidance and structure is provided in Vicki Husby's book *Individualizing Professional Development* (2005, Corwin Press). Husby presents a framework for individualized professional development that simultaneously addresses teacher needs, organizational goals, and student achievement. Each district will want to develop a specific plan which may include material mentioned but will also include items that address the uniqueness of individual districts as well as the differentiated needs of diverse student populations.

Educators may want to use a portfolio process (*see Appendix G-12*) to collect data and artifacts that support the goals and plan-of-action of the professional development plan. This will assist the reviewer in determining the success of the plan. Data and artifacts could include such things as sample lesson plans and/or student work, workshop certificates, report cards, letter of recognition and/or acknowledgment, names and dates of conferences attended, awards received, a videotape of teaching and review form, and a reflection journal.

Specific "how-to's" for the completion of a professional development plan include:

1. Developing a plan with a mentor using individual and school assessments, teacher standards, goals of the district, school improvement plan, etc. (See Teacher Self-Assessment Inventory)
2. Listing goals and prioritizing according to the standard indicated.
3. Giving headings to major goals with specific plans-of-action and strategies.
4. Identifying the resources needed to achieve the goals and the persons involved.
5. Reviewing the plan and supporting portfolio during specified dates to evaluate success and redefine goals and plans-of-action.
6. Recording all information, books read, conferences attended and notes.

As districts design professional development plans and programs based on local needs, CSIP goals and professional development philosophy, they may wish to obtain additional information by attending the annual Show-Me Professional Development Conference and/or contacting an institution of higher education, a teachers' association, the local Regional Professional Development Center (RPDC) or other resources through the Department of Elementary and Secondary Education.



Sample 1

Notes

Individual Professional Development Plan

ABC School

2005-2006

Name J. DoeAssignment Sixth Grade

SAMPLE 1

District/Building Goal: To increase by 15% the number of students in grade six through eight who are proficient or above in writing paragraphs from the fall writing assessment to the mid-year writing assessment.

Personal Professional Goal: To increase by 25% the number of students in my sixth-grade class who are proficient or above in writing paragraphs from the fall writing assessment to the mid-year writing assessment.

Baseline Data: Fall writing assessment data: Only 27% of my class scored proficient or above in writing paragraphs on the fall 6th – 8th grade common writing assessment.

Skills I hope to acquire:

- Reliably score paragraphs using the district's 6th-8th grade holistic writing rubric.
- Pull anchor papers and use them to score other paragraphs.
- Write an effective prompt for paragraph writing.
- Use scoring guides as a part of my instructional process.

Knowledge I hope to acquire:

- What constitutes a proficient paragraph according to the district's 6th-8th grade holistic writing rubric.
- How to conference with students about their writing.
- Know and use common language surrounding paragraph writing.



Notes

PROJECT	COST	TIMELINE
Book Study: <i>Please list citation for the book</i> Umstatter, Jack. (1998). <i>Ready-to-use Paragraph Writing Activities: Unit 3</i> . Josey-Bass Publishing, San Francisco.	Cost of Book: \$15.00	8/2005-12/2005
Professional Conference/Meeting: <i>Write to Learn</i> Conference Missouri Association of English & Missouri Reading Initiative Osage Beach, Missouri	Cost of Conference: Registration: \$225 Room \$150 Travel Expense \$100 Substitute \$150	February 16-18, 2005
Visit another school: I plan to visit Mr. Jones' 6 th -grade classroom to observe a language arts lesson including paragraph-writing Mr Jones teaches at the Center City Middle School.	Mileage x \$\$ per mile N/A since Center City Middle School is part of the district and located only a few blocks away.	September, 2005
Peer Coaching: Mr. Jones and I Will meet on the second Monday Of each month from 2:00-3:00 (common plan time). We will Alternate school sights		September, 2005 - May, 2006
Lesson Study: I will participate in a study group With other 6 th and 7 th grade Teachers focused on Paragraph-writing lesson planning and looking at student work. The group will meet for 1 - 2 hours afterschool once a month.	Stipend: 9-15 hours @ \$25	September, 2005 - May, 2006

This Professional Growth Plan was discussed and approved on _____

Teacher Signature

Mentor Signature (if applicable)

Administrator Signature

SAMPLE 1



Individual Professional Development Plan Evaluation

(To be completed annually)

Name J. Doe Assignment Sixth Grade

District/Building Goal: District/Building Goal: To increase by 15% the number of students in grade six through eight who are proficient or above in writing paragraphs from the fall writing assessment to the mid-year writing assessment.

Personal Professional Goal: Personal Professional Goal: To increase by 25% the number of students in my sixth-grade class who are proficient or above in writing paragraphs from the fall writing assessment to the mid-year writing assessment.

Evaluation Data: Fall writing assessment data: Only 27% of my class scored proficient or above in writing paragraphs on the fall 6th – 8th grade common writing assessment. Mid-year writing data: 42% of my class score proficient or above in writing. Spring writing data: 54% of my class score proficient or above in writing. Spring writing data. Average GPA in writing increased from 2.4 first semester to 3.6 in second semester.

Skills I have: acquired:

- Reliably score paragraphs using the district's 6th-8th grade holistic writing rubric. (80% mastery)
- Write an effective prompt for paragraph writing. (80% mastery)

Although I have incorporated the use of scoring guides in my instruction, I am not as comfortable with the process as I should be.

Knowledge I have: acquired:

- What constitutes a proficient paragraph according to the district's 6th-8th grade holistic writing rubric.
- How to conference with students about their writing.
- Know and use common language surrounding paragraph writing.

Teacher Signature

Mentor Signature (if applicable)

This Evaluation was discussed and approved on

Administrator Signature

Notes



Notes

Sample 1

Individual Professional Development Plan*
(Plan Timeline – 1, 2, or 3 years)

Name _____

Assignment _____

District/Building Goal:

Personal Professional Goal:

Baseline Data:

Skills I hope to acquire:

Knowledge I hope to acquire:



PROJECT	COST	TIMELINE
Book Study: <i>Please list citation for the book</i>	Cost of Book:	
Professional Conference/Meeting: <i>Please list conference title and location</i>	Cost of Conference: <i>Include registration, travel & materials</i>	
Visit another school: <i>Please list the school & reason for your visit</i>	Mileage x \$\$ per mile	

Notes



Notes

PROJECT	COST	TIMELINE
Peer Coaching: <i>Please list partner and dates of Observations and conferences</i>		
Lesson Study:		
Other:		

This Professional Growth Plan was discussed and approved on _____

Teacher Signature

Mentor Signature (*if applicable*)

Administrator Signature



Individual Professional Development Plan Evaluation
(To be completed annually)

Notes

Name _____ Assignment _____

District/Building Goal:

Personal Professional Goal:

Evaluation Data:

Skills I have: acquired:

(Attach additional sheet if necessary)

Knowledge I have: acquired:

(Attach additional sheet if necessary)

Teacher Signature

Mentor Signature *(if applicable)*

This Evaluation was discussed and approved on _____

Administrator Signature



Notes

**Individual Professional Development Plan
(In alignment with 2000 PBTE Guideline Standards)**

Standards	Goals	Strategies/Actions	How to be Measured?	Resources Needed	Persons involved with Process	Review Date	Date Achieved or On-going	Sample 2 Notes
The teacher causes students to actively participate and be successful in the learning process.								
The teacher uses various forms of assessment to monitor and manage student learning.								
The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.								
The teacher communicates and interacts in a professional manner with the school community.								
The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.								
The teacher acts as a responsible professional in addressing the overall mission of the school district.								



(SAMPLE)

Notes

TEACHER SELF-ASSESSMENT INVENTORY
of skills and Interest

NAME _____
 GRADE LEVEL _____
 SUBJECT AREA _____

PLEASE RESPOND TO EACH ITEM

INTEREST

Please Circle

Minimal

High

The teacher causes students to actively participate and be successful in learning process:

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas. 1 2 3 4
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1 2 3 4
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems. 1 2 3 4
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society. 1 2 3 4

The teacher uses various forms of assessment to monitor and manage student learning

5. The teacher uses various ongoing forms of assessment to monitor and manage student learning. 1 2 3 4
6. The teacher provides continuous feedback to students and families. 1 2 3 4
7. The teacher assists students in the development of self-assessment skills. 1 2 3 4
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides. 1 2 3 4
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students 1 2 3 4



Notes

(SAMPLE)

The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior

10. The teacher demonstrates appropriate preparations of instruction.

1 2 3 4

11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.

1 2 3 4

12. The teacher creates a positive learning environment.

1 2 3 4

13. The teacher effectively manages student behaviors.

1 2 3 4

The teacher communicates and interacts in a professional manner with the school community

14. The teacher communicates appropriately with students, parents, community, and staff.

1 2 3 4

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

1 2 3 4

The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance

16. The teacher successfully engages in professional development activities consistent with the goals and objectives of the building, district, and state.

1 2 3 4

17. The teacher engages in professional growth.

1 2 3 4

The teacher acts as a responsible professional in addressing the overall mission of the school district

18. The teacher adheres to all the policies, procedures and regulations of the building and district.

1 2 3 4

19. The teacher assists in maintaining a safe, and orderly environment.

1 2 3 4

20. The teacher collaborates in the development and or implementation of the district's vision, mission, and goals.

1 2 3 4



Sample 3

Notes

(Carroll Independent School District)
Individual Development Plan for Instructional Staff

Name _____ Social Security # _____

Campus _____ Assignment _____ Plan Approved _____
 Supervisor's Initials _____ Date _____
District Training Options:

If you are participating in K-3 or 4-6 Literacy Assessment training, the 30-Hour G/T training, or the 7-Day Cognitive Coaching training, you will complete this form at that training.

Identify the District OR Campus Staff Development Goal to which your Individual Development Plan (IDP) is aligned:

Desired Outcome for Individual Development Plan:

- State your Desired Outcome for the year (What do you want to improve/change so student learning improves?)

- List your plan of activities that will help you achieve your Desired Outcome:

- Identify the evidence or indicator for each level below that you will present to your supervisor that demonstrates:

1. how you have USED your new knowledge and/or skills.

2. how your Independent Development Plan (IDP) DESIRED OUTCOME has impacted student learning:

SIGN UPON COMPLETION OF PLAN ACTIVITIES:

Employee's Signature _____

Date of Accomplishment _____

Supervisor's Signature _____

Date of Accomplishment _____



Notes



Notes

Sample Professional Growth Logs



Notes

**COLLABORATIVE STAFF DEVELOPMENT
FOR STUDENT LEARNING**

“Student learning outcomes should provide the starting point for all school improvement and staff development efforts.”

Tom Guskey
Dennis Sparks

Through the use of a Personal Growth Log, teachers can reflect on their goals for personal development and participate in the establishment of a written summary of their recent teaching and learning experiences. The process will focus on the positive correlation between the teacher’s efforts and students’ success in the achievement of the learning outcomes.

The following is an outline of some indicators which could be addressed during planning, discussions and the organization of written summaries.

PLANNING FOR INSTRUCTION AND ASSESSMENT

- ⇒ Addressing needs for students
- ⇒ Differentiation of program to meet student needs
- ⇒ Reference to Show-Me Standards
- ⇒ Adaptation of curriculum
- ⇒ Variety of instructional resource materials and evaluation tools
- ⇒ Collaboration with colleagues
- ⇒ Validation of student achievement
- ⇒ Planning for positive learning behaviors
- ⇒ Alignment of assessment with curriculum and instruction

LEARNING ENVIRONMENT

- ⇒ Classroom atmosphere; rapport with students
- ⇒ Recognition of students’ backgrounds and individual needs
- ⇒ Management techniques and routines
- ⇒ Communication with students, parents and community
- ⇒ Classroom work space
- ⇒ Time management

TEACHING AND LEARNING STRATEGIES

- ⇒ Identification of student needs
- ⇒ Modification of program as required
- ⇒ Recognition of student knowledge and experiences
- ⇒ Use of a variety of instructional strategies, groupings and resources
- ⇒ Relevance of program
- ⇒ Integration of program
- ⇒ Involvement of students in planning and evaluation
- ⇒ Communication with students and parents

TEACHING AND LEARNING STRATEGIES, cont’d.

- ⇒ Opportunities to reflect, consolidate learning and pose questions
- ⇒ Interactions with colleagues, students and parents
- ⇒ Consultation and co-planning with colleagues

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

- ⇒ Diagnosing student needs
- ⇒ Use of a variety of assessment tools
- ⇒ Alignment of learning outcomes, instruction and evaluation



Notes

- ⇒ Involvement of students in evaluation
- ⇒ Communication with students and parents
- ⇒ Establishment of relevant criteria for evaluation
- ⇒ Use of assessment data to improve instruction

INTERPERSONAL SKILLS AND ATTITUDES

- ⇒ Demonstration of respect, courtesy, tolerance, openness
- ⇒ Demonstration of consistent and fair actions
- ⇒ Development of a supportive atmosphere
- ⇒ Demonstration of effective communication skills
- ⇒ Demonstration of adaptability and flexibility
- ⇒ Participation in solving problems
- ⇒ Collaboration with colleagues

CONTRIBUTIONS TO SCHOOL SUCCESS

- ⇒ Demonstration of the values of the school, district and state
- ⇒ Contribution to a school success plan
- ⇒ Participation in school/district committees
- ⇒ Facilitation of professional growth of colleagues
- ⇒ Establishment of co-operative working relationships with colleagues
- ⇒ Contribution to school events
- ⇒ Establishment of effective parent and community relations



Notes

Professional Development Log
ABC School District

Name: _____ School Year: _____

_____ **Study Groups** – groups of educators meet to learn new strategies and programs, to review new publications, or to review students’ work together.

_____ **Grade-Level Collaboration and Work**

_____ **Content Area Collaboration and Work**

_____ **Specialization Area Collaboration and Work**

_____ **Action Research and Sharing of Findings** – teachers and/or administrators raise questions about the best way to improve teaching and learning, systematically study the literature to answer the questions, implement the best approach(es), and analyze the results.

_____ **Modeling** – demonstrating best practices, instructional strategies, and effective communication for other educators to observe

_____ **Peer Coaching** – non-evaluative observation of peers in order to give confidential feedback on instructional strategies, best practices and communication.

_____ **Vertical Teaming** – groups of educators, and sometimes patrons, from more than one department or grade-level working collaboratively on issues of school improvement.

_____ **Professional Growth Experiences**

_____ **Professional Readings** – Books, journals, documents, etc.

_____ **Committee Work** – In-school/District, Educator Associations, Community, etc.

_____ **Personal Review File** – Letters of Support, Thank You notes, Certification, etc.

_____ **Other -** _____

_____ **Other -** _____



Notes



Notes

Mentor Programs



Notes

NEW TEACHER MENTORING

(SAMPLE)

MENTOR/MENTEE LOG

First Quarter '05-'06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
■ Met and got acquainted	_____
■ Developed collegial relationship (continue to monitor progress)	_____
■ Discuss Professional Development Plan (PDP)/Inservice Hours	_____
■ Set up weekly/biweekly meeting time	_____
■ Shared resources	_____
■ Set date to observe mentee	_____
■ Set date to observe in mentor's class	_____
■ Discussed teacher evaluation	_____
■ Discussed first quarter grades and parent-teacher conferences	_____
■ Scheduled meetings/inservice for this year	_____
■ Held question/answer period	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor

Mentee



(SAMPLE)

MENTOR/MENTEE LOG Second Quarter '05-'06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
■ Finalized Professional Development Plan (PDP) and make copies for both of us and the principal	_____
■ Met for informal discussion (in the hall and at lunch)	_____
■ Celebrated together by _____	_____
■ Talked about first quarter grades and parent-teacher conferences	_____
■ Discussed classroom problems	_____
■ Scheduled second classroom observation	_____
■ Watched each other teach	_____
■ Talked about what we saw	_____
■ Met with Principal to discuss how things are going	_____
■ Discussed professional development opportunities	_____
■ Scheduled a time to see another teacher in his/her classroom	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor

Mentee

Notes



Notes

(SAMPLE)

MENTOR/MENTEE LOG
Third Quarter '05-'06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
■ Continued informal contact (hallway/lunch)	_____
■ Reviewed Professional Development Plan (PDP)/Inservice Hours	_____
■ Reviewed attendance at building/district events	_____
■ Scheduled third observation	_____
■ Discussed a new/innovative teaching strategy	_____
■ Evaluated relationship so far	_____
■ Celebrated by _____	_____
■ Scheduled a time to see another teacher in his/her classroom	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor

Mentee



(SAMPLE)

MENTOR/MENTEE LOG

Fourth Quarter '05-'06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
■ Finalize Professional Development Plan (PDP), copy sent to _____ at _____	_____
■ Finalize Inservice Hours form, copy sent to _____ at _____	_____
■ Set Professional Development Plan (PDP) goals for next year	_____
■ Evaluated program	_____
■ Celebrated/recognized accomplishments	_____

Signatures verify that we have accomplished the activities checked off above.

_____	_____
Mentor	Mentee

Notes



Notes

(SAMPLE)
Log of Activities

Number	Date	Title of Workshop, Activity, Strategy	Hours	Signatures
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				



ADMINISTRATIVE MENTORING

Notes

On April 15, 2005 new certification regulations went into effect that require career education directors, special education directors, principals and assistant principals be mentored by a trained mentor during their first two years of practice. New superintendents must be mentored by a trained mentor during their first year of practice. Administrator classification will be issued upon completion and verification of ...

1. ...*participation in two (2) years of district-provided mentoring (during the first two (2) years of administrator experience; one (1) year for new superintendents.*
2. ...*Mentors must complete training addressing mentoring skills, Interstate Leaders Licensure Consortium (ISLLC) standards, and the Missouri Performance- Based Evaluation instrument.*

Training may be provided by the Missouri Mentoring Partnership, which includes membership of professional associations, regional professional development centers, colleges/universities and DESE.

■ Mentor Training

- Developing and Implementing a Program, Building, or Comprehensive School Improvement Plan
- Developing and Implementing a Personal, Professional Development/ Learning Plan
- Required Components:
 - Cognitive Coaching/Mentoring Skills
 - Interstate School Leaders Licensure Consortium (ISLLC) standards
 - The Missouri Performance-Based Administrator Evaluation Instrument

■ Assistance to the new administrator ...

- In positively impacting student performance
- To prosper and flourish in the new job
- In completing a successful Performance-Based Evaluation

Through

- Relationship Building
- Informing, Discussing, Advising
- Communicating
- Nurturing, Counseling
- Guiding, Modeling, Coaching
- Developing Leadership

Year 1 for Principals & Directors - 40 contact hours

- August - State-wide Kick-Off Meeting
- June - State-wide Assessment Meeting
- Year-long - 26 hours of direct, one-to-one mentoring

Year 2 for Principals & Directors - 26 contact hours

- 18 hours of continued one-to-one mentoring
- 2 half-day regional focus group meetings

For Superintendents - 26 contact hours

- August - State-wide Kick-Off Meeting
- June - State-wide Assessment Meeting
- Year-long - one-to-one mentoring



Notes

School Leaders Required to have a Mentor:

- Entry Year:
 - Superintendents and Assistants
 - Building Principals and Assistants
 - Director of Special Education
 - Director of Career Education

Website: http://dese.mo.gov/divteachqual/leadership/mentor_prog/